DOCUMENT RESUME

ED 154 153 08 CE 015 653

AUTHOR Bauman, Virginia; And Others
TITLE Senior High Career Maturity Activities. Report No. 33-A-58.
INSTITUTION Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.; Roseville Area School District 623, Minn.
SPONS AGENCY Office of Career Education (DHEW/CE), Washington, D.C.
PUB DATE 77
NOTE 27p.; For a related document see CE 015 650

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; *Career Planning; Curriculum Guides; Daily Living Skills; Decision Making; Educational Objectives; *Learning Activities; Life Style; Personal Values; Secondary Education; Self Concept; *Self Evaluation; *Vocational Maturity
IDENTIFIERS Minnesota (Roseville)

ABSTRACT

The activities in this curriculum guide are designed to facilitate self-evaluation, goal setting, and educator-student planning of learning experiences relating to career maturity. It is suggested that the career maturity measurement activity worksheets can be included in the student's school record and used as a reference base for future educational and career exploration. Thirteen activities are arranged under the following five goal areas: school and work meanings and values; self awareness; decision making; career-life style; and interpersonal skills. A concluding activity, beyond these, is "Status Report to Parents" and is designed to accomplish two things: to inform parents of their son's or daughter's school activities, attitudes and occupational/educational plans; and to force students once again to think about their short- and long-term goals by filling out the report. For each activity there is a brief description of its intended purpose, recommended setting, preparation, and follow-up. Also, an activity worksheet, which requires students to supply information, rank choices, or choose among presented alternatives, is provided for each activity. Appended to the guide is a detailed presentation of the five student outcome objectives for the model of career education developed in the Roseville Area Schools program. (DTT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154153

Code: XXXIII-A-58

Senior High Career Maturity Activities

Developed By
Virginia Bauman
Arland Benson
Dave Grove
Dorothy Henriksen

Edited By
Dorothy Henriksen
Judy Larsen

The development and printing of this publication was funded out of Title III of the Elementary and Secondary Act of 1965 and from a grant from Career Education, USOE.

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

Roseville Area Public Schools
Career Education

Minnesota Department of Education
Pupil Personnel Services Section

1977

CE 015 653

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

Overview: Purpose v
Field Testing v
Format v

Activities: Page

1) School and Work Meanings and Values
My Career Pattern 1
Do You Believe 2

2) Self Awareness
Things I Find Important 3
Career Planning 5
Counselor Case Study 8

3) Decision Making
Looking at Career Decisions 10
Personal Goal Setting 11
Life Time Span 12

4) Career and Lifestyle Exploration
Occupation and Training Chart 13
Worker Interview Item Pool 14
Evaluation of Job Opportunities 16

5) Interpersonal Skills
Survey of Leadership Resources 17
Group Evaluation 17

Status Report to Parents 19

Appendix: Student Outcome Objectives 20

FOREWORD

This CURRICULUM GUIDE was developed and field tested by staff members of the Roseville Area Schools, Roseville, Minnesota. Portions were funded by United States Office of Career Education grants.

The materials have been arranged so as to be as usable as possible for the classroom teacher. A preface or "Foreword to the Teacher" begins each guide. Following the preface comes the day-by-day procedure written from the teacher's point of view: Title of activity (what the greater part of the day will be spent on); objective(s); time line; materials needed and the procedure to be followed. This is followed by student worksheets or study materials where applicable.

ALL STUDENT COPY IS ENCLOSED IN BOXES AND IS INTENDED FOR REPRODUCTION BY THE TEACHER FOR CLASSROOM USE. NO PERMISSION IS NEEDED TO REPRODUCE STUDENT COPY. When reproducing materials from this guide, however, please credit the Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113.

When copyrighted materials are mentioned but not included, complete bibliographic information is listed so that the user can locate the materials and refer to them.

PURPOSE

Career maturity, here viewed in a broad human development context, provides a framework for competency based education.

The activities actively involve the student in updating, modifying and adding to the documentation of career maturity competence. The activities are designed to facilitate self-evaluation, goal setting and educator-student planning of learning experiences. The career maturity measurement activities can be reflected in the student's school record and used as a reference base for future educational and career exploration.

All of the activities can be used in various settings such as classrooms, small groups and in individual interviews. Teachers, teacher-advisors and counselors can use the activities.

The long range goal of the student centered career maturity measurement program is to have a K-12 student-developed resume or portfolio of competencies. The competencies will include:

. . . School and Work Meanings and Values
. . . Self Awareness
. . . Decision Making
. . . Career and Life Style Exploration
. . . Interpersonal Skills

FIELD TESTING

The activities in this booklet have been field tested with senior high school students in the settings recommended.

FORMAT

The 13 activities are arranged in five goals areas: school and work meanings and values, self awareness, decision making, career-life style explorations and interpersonal skills. The goals can be emphasized in any sequence.

Under each goal, the activities are arranged in a developmental sequence with suggestions for use.

A parent communication form is also included along with a detailed set of career maturity objectives in Appendix A.

While these activities emphasize self assessment, standardized tests can also be a valuable part of this program. Aptitude tests such as the General Aptitude Test Battery and the Armed Services Vocational Aptitude Battery might be used. The Minnesota Importance Questionnaire, the Minnesota Vocational Interest Inventory and the Strong-Campbell Vocational Interest Inventory have also been used in conjunction with activities described here.

GOAL: **SCHOOL AND WORK MEANINGS AND VALUES**

ACTIVITY: "My Career Pattern"

PURPOSE: To help students look at the place of paid work in their total life activities. Comparisons are made between various life roles that all of us portray. Expectations and potential rewards of such roles as that of student, volunteer worker, leisure, family and paid work are included.

SETTING: Senior High students can fill this out with some examples and explanation of the 'Rewards to Me' column.

PREPARATION: Reasons for doing the activity need to be provided. A student develops a personal definition of career by doing this activity. The potential value of such an activity to a student's career planning needs to be pointed out to the student.

FOLLOW-UP: The activity does not stand by itself and must be followed by some career-lifestyle exploration or goal setting activities.

MY CAREER PATTERN

One's career includes all of the major roles we have in life that help us develop as individuals, and at the same time contribute to society. Being a high school student is one role, volunteer (non-paid work) activity is another, and various occupations (paid work) are others. Some leisure time activities might be considered part of one's career, especially if they allow for self expression and benefit others. Family roles might also be included in one's career pattern.

List all of the career roles or related activities in which you have participated up to now, and then make some projections for future career roles for yourself. Include some of the ways these activities have been rewarding to you.

STUDENT CAREER ROLES

	Rewards to Me
Past: (i.e., Elementary School Student)	_____
	_____
	_____
Present: (i.e., Junior High School Student)	(example) Knowledge
	_____
	_____
	_____
Future:	_____
	_____
	_____

FAMILY ACTIVITIES

	Rewards to Me
Past: _____	_____
_____	_____
Present: _____	_____
_____	_____
Future: _____	_____
_____	_____

CREATIVE LEISURE ACTIVITIES

Past: _____	_____
_____	_____
Present: _____	_____
_____	_____
Future: _____	_____
_____	_____

VOLUNTEER ACTIVITIES (NON-PAID WORK)

Past: _____	(example) Approval of others
_____	_____
Present: _____	_____
_____	_____
Future: _____	_____
_____	_____

OCCUPATIONAL (PAID WORK) ACTIVITIES

Past: _____	_____
_____	_____
Present: _____	_____
_____	_____
Future: _____	_____
_____	_____

GOAL: **SCHOOL AND WORK MEANINGS AND VALUES**

ACTIVITY: "Do You Believe"

PURPOSE: To help students clarify the meanings of paid work in their lives.

SETTING: Senior high students can fill out the responses if they receive some explanation.

PREPARATION: The explanation needs to include the reasons for doing the activity and might include: "People have different expectations and values regarding paid work in their lives". Also consider, "What we expect and value regarding our occupation is very important in career planning."

FOLLOW-UP: The thought questions might be discussed individually or in a small group. Comparisons of student responses with general opinion polls might be made for question 4.

See: **Change,** "Research, College and Non College Values", Yankelovich, Daniel & Clark, Ruth; September 1974, pp. 45-46.

DO YOU BELIEVE:

1) All honest work possesses worth and dignity.

___ Yes

___ Yes, with these additions _____

_____

___ No

___ No, with these additions _____

_____

2) A job well done is its own reward.

___ Yes

___ Yes, with these additions _____

_____

___ No

___ No, with these additions _____

_____

3) A worker should do one's very best at all times and not quit a job until it is finished.

___ Yes

___ Yes, with these additions _____

_____

___ No

___ No, with these additions _____

_____

4) Hard work is the best and surest route to occupational success.

___ Yes

___ Yes, with these additions _____

_____

___ No

___ No, with these additions _____

_____

5) A person deserves nothing that one has not earned through one's work.

___ Yes

___ Yes, with these additions _____

_____

___ No

___ No, with these additions _____

_____

THOUGHT QUESTIONS:

1) How do your expectations of a job differ from:

   a. Your friends?

   b. Your parents?

   c. Your grandparents?

2) Have you worked out your own personal value system as to the meaning of work and occupation for your lifestyle?

   If yes, is this likely to stay fixed?

   If no, what are some ways that you could do this?

GOAL: **SELF AWARENESS**

ACTIVITY: "Things I Find Important"

PURPOSE: To help students clarify priorities and values in relation to daily life patterns. The student is helped to see consistencies and inconsistencies between stated values and priorities and actual behavior. Students will often need further explanation which the teacher can give by citing examples which might be included in the "Things I Do" column.

SETTING: 10th or 11th grade students can fill out the chart in the classroom or individually, after receiving a brief explanation of purpose and two or three examples.

PREPARATION: The students will need some motivation for personal goal setting or career planning.

FOLLOW-UP: At step 5, students will need some additional help with goal setting, such as the Personal Goal Setting activity, page 24.

THINGS I FIND IMPORTANT

Name_____

ACTIVITY: Here are some things that people value or find important. To help you organize your thoughts, you are asked to do two things:

Step 1) Check the column that describes how you feel about the importance of the items listed.

Step 2) Write some activities you do that are related to the values at the left. (Consider the pattern of your activities over the last 6 months.)

Value	Not Important	Important	Very Important	Things I do or have done that are related to that value
Getting additional schooling after high school				
Having a high-paying job				
Liking a job				
Being own boss				
Being able to help others				
Having power				
Being recognized as being intelligent				
Having many friends				
Being attractive				
Being important				
Having a happy family life				
Working with people				

Value	Not Important	Important	Very Important	Things I do or have done that are related to that value
Having good health				
Being successful in school				
To control my own schedule				
Being able to move from one place to another when I want to				
Being well groomed				
Being a leader				
Avoiding pressure				
Having new or unusual experiences				
Accomplishing something important				
Doing your own thing				
Having work admired				
Being well organized				
Being challenged				
Avoiding responsibility				
Being able to constantly learn				

Step 3) Look at the values checked "not important." Put an I (for inconsistent) on the left hand side for any of these values on which you have spent a great deal of time or effort in the last six months.

Step 4) Look at the values checked "very important." Put an I (for inconsistent) on the left hand side for any value on which you spent little time or effort in the past six months.

Step 5) Now ask yourself: "Does your life style action fit your stated values?" If you have no I's, you might want to start looking at goals for your future. If you have several I's, you might want to view how you rated the values and consider why your actions and values are not consistent.

GOAL: **SELF AWARENESS**

ACTIVITY: "Career Planning"

PURPOSE: To help students do a self appraisal of interests and abilities, and relate such an assessment to motivation, training opportunities and occupational areas.

SETTING: 11th or 12th grade students can do this activity in a classroom or individual setting.

PREPARATION: Some definite commitment to career planning will need to be established before students will participate meaningfully in this activity.

FOLLOW-UP: Some students may wish to take some standardized tests and inventories to aid in confirming their self appraisals.

CAREER PLANNING

Planning for the future is hard work, but also very important. Planning can help us be more in control of our lives. This booklet of activities is designed to take you through the planning process in the most efficient way possible.

Step I

Defining Your Interests

Below are listed 10 statements relating to kinds of work situations. Choose the three that you would prefer to spend most of your work day doing.

A. ____ Work situations involving activities dealing with things and objects.

B. ____ Work situations involving business contact with people.

C. ____ Work situations involving activities which are routine, practical and well organized.

D. ____ Work situations involving working for people for their benefit, as in the social welfare sense, or for dealing with people in social situations.

E. ____ Work situations involving activities resulting in your receiving prestige or the esteem of others.

F. ____ Work situations involving activities concerning people and communication of ideas.

G. ____ Work situations involving activities where scientific and technical knowledge and techniques are used.

H. ____ Work situations involving activities of an abstract and creative nature.

I. ____ Work situations involving activities that are carried on in relation to processes, machines and techniques.

J. ____ Work situations involving activities resulting in a feeling of having accomplished something productive.

Step II

Defining Your Abilities

Below are listed several kinds of abilities which are needed in performing different kinds of jobs. Each ability is followed by three statements. Choose the one that most applies to you.

WORDS

Ability to understand meanings of words and ideas associated with them, and to use them effectively. To present information or ideas clearly.

A. ____ I believe I have a great deal of this ability.

B. ____ I believe I have a moderate amount of this ability.

C. ____ I believe my strong abilities lie in other areas.

NUMBERS

Ability to do arithmetic problems quickly and accurately.

A. ____ I believe I have a great deal of this ability.

B. ____ I believe I have a moderate amount of this ability.

C. ____ I believe my strong abilities lie in other areas.

FIGURES

Ability to understand relationships between plane and solid objects.
Frequently described as the ability to think visually of geometric forms.

A.____ I believe I have a great deal of this ability.

B.____ I believe I have a moderate amount of this ability.

C.____ I believe my strong abilities lie in other areas.

FORM PERCEPTION

Ability to see important detail in objects, pictures or graphs. See slight differences in shapes of figures and widths and lengths of lines.

A.____ I believe I have a great deal of this ability.

B.____ I believe I have a moderate amount of this ability.

C.____ I believe my strong abilities lie in other areas.

CLERICAL PERCEPTION

Ability to perceive important detail in written material. To observe differences in copy, and to proofread words and numbers.

A.____ I believe I have a great deal of this ability.

B.____ I believe I have a moderate amount of this ability.

C.____ I believe my strong abilities lie in other areas.

EYE-HAND COORDINATION

Ability to coordinate eyes and hands or fingers rapidly and accurately. Able to make precise hand or finger movements with speed. Ability to make a movement response accurately and quickly.

A.____ I believe I have a great deal of this ability.

B.____ I believe I have a moderate amount of this ability.

C.____ I believe my strong abilities lie in other areas.

FINGER DEXTERITY

Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

A.____ I believe I have a great deal of this ability.

B.____ I believe I have a moderate amount of this ability.

C.____ I believe my strong abilities lie in other areas.

MANUAL DEXTERITY

Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

A.____ I believe I have a great deal of this ability.

B.____ I believe I have a moderate amount of this ability.

C.____ I believe my strong abilities lie in other areas.

Step III

Motivation

Motivation may be defined as how much of a sacrifice a person is willing to make or how hard he or she is willing to work to reach a goal. Below is a list of statements indicating the length of time a person is willing to spend in school or a training program before he or she gets a job in a desired occupation. Choose the statement below that indicates the amount of time you are willing to spend training for a job.

A.____ 7-8 years – College + 3-4 years of professional school.

B.____ 5-6 years – College + 1-2 years of professional school.

C.____ 4 years – College or an apprenticeship.*

D.____ 2 years – Junior college or vocational school.

E.____ 1 year – Vocational school or On-the-Job Training.

F.____ Less than 1 year – I am interested in getting a job as soon after graduation as possible.

* In most apprenticeship programs an individual starts at around 50% of the Journeyman wage, and gradually works his way up to the full wage rate. Even though most apprenticeship programs take 4 years, an individual is working in his chosen occupation during that time.

Step IV

Assessment of the Environment

Your environment includes those opportunities available to you which can help you achieve your goals.

A. Chances for Training or a Job – List below two or three areas where you think you have a good chance of getting training or a job. Be as specific as you can. For example: University of Minnesota, Staples Vocational School; Acme Mfg. Co., etc.

1.

2.

3.

B. Financial Support – Check those items which most apply to you.

1. ___ Full financial support from parents, relatives or friends. Room, board, tuition etc.
2. ___ Partial financial support from parents, relatives or friends. Room, board, tuition etc.
3. ___ I have or can get a scholarship, or loan.
4. ___ I am able to obtain financial assistance from government agencies such as Department of Welfare, Department of Labor, Bureau of Indian Affairs, etc., to help me reach my goal.
5. ___ No support at this time from any of the above – I'm going to have to do it on my own.

Step V

Areas of Work

Below are listed 18 general areas of work. In each area we have listed the interest area, or areas, (Step I), that most people in these types of occupations have. Compare these areas with the three interest areas you chose in Step I and select the areas of work that most appeal to you. Remember in each of the general areas there are some jobs that anyone can do, regardless of his ability or the amount of time he is willing to spend in training.

AREA OF WORK	INTEREST AREA									
	A	B	C	D	E	F	G	H	I	J
ART						X		X		
BUSINESS RELATIONS		X			X	X				
CLERICAL OCCUPATIONS		X	X						X	
COUNSELING AND SOCIAL WORK						X		X		
CRAFTSMEN i.e., Cooks, Carpenters Mechanics, etc.	X								X	X
TEACHING AND RELATED OCCUPATIONS				X	X	X				
ENGINEERING AND RELATED OCCUPATIONS	X						X		X	
ENTERTAINERS					X	X		X		
FARMING, FISHING AND FORESTRY							X			
INSPECTING AND TESTING OCCUPATIONS	X						X		X	
LAW AND LAW ENFORCEMENT						X				
MACHINE OPERATORS	X								X	
MATHEMATICAL AND SCIENTIFIC OCCUPATIONS	X					X	X			
MEDICAL AND HEALTH OCCUPATIONS				X			X			
MERCHANDISING AND SALES		X			X	X				
PERSONAL SERVICE i.e., Beautician, Waitress, Hostess, etc.		X	X			X				
PHOTOGRAPHY AND COMMUNICATIONS (Radio and TV)							X		X	
WRITING AND JOURNALISM		X			X	X				

Adapted from: Minnesota Department of Manpower Services
November, 1972

GOAL: **SELF AWARENESS**

ACTIVITY: "Counselor's Case Study"

PURPOSE: To help see one's own level of career development through the eyes of someone else, i.e., high school counselor. It should also serve as a catalyst for greater depth in career exploration and examination of the individual's decision making skills.

SETTING: Senior high students could be given this activity as an out-of-class assignment, and when it is completed, discuss it with the instructor. It could also be done through the guidance office or a career learning center on an individual basis.

PREPARATION: It should be stressed that the student is to take the role of a counselor and look at himself/herself through the counselor's eyes. (This "separation" from self is difficult for most students to do and some time may have to be spent on this during the introduction to the activity.) The emphasis on this activity is diagnosis and prediction. Examples of case studies can be shown to the students. It would be especially helpful if each example followed the format of the "Counselor's Case Study" closely.

This activity could also be introduced by having the class read Arthur Miller's play, "Death of a Salesman," to motivate students to look deeply into themselves and examine their future career needs and hopes.

FOLLOW-UP: Teacher and student should discuss the case study when completed. Plans could be made at the time to review the case study later during the year to see if the action plan is being followed or needs to be changed to meet different interests.

A CASE STUDY

Counselor's Name _____

I. **FAMILY**

Male _____ Female _____ Age _____

Home is Rural _____ Urban _____ Suburban _____

Father's Occupation _____ Age _____

Mother's Occupation _____ Age _____

Number of brothers: Younger _____ Older _____

Number of sisters: Younger _____ Older _____

Write a few sentences summarizing each of the following:

II. GENERAL BACKGROUND

A. General School Achievement

B. Aptitudes and Disabilities (strengths and areas for growth)

C. Interests

D. Attitudes and Values

E. Personality

III. WORK EXPERIENCE

IV. CLIENT'S STATEMENT OF THE PROBLEM OR DECISION TO BE MADE

V. COUNSELOR'S DIAGNOSIS (You are the Counselor)

VI. COUNSELING TREATMENT

A. Information Gathering:

1) What alternatives has the client explored?

2) What alternatives should the client explore further?

3) How can the client do this?

B. Decision Making

1) What is the general direction the client wants to go?

2) What purposes must the long-term decision he/she makes serve him/her?

3) What purposes must the immediate decision he/she makes serve him/her?

4) What are the limits of the situation within which the client must operate? (education, finances, ability, draft status, family commitments, parental pressures, etc.)

C. Counselor Recommendations

D. Plan of Action Accepted by the Client

VII. PREDICTION (What will happen as a result of the above treatment?)

VII. FOLLOW-UP (When and how will you evaluate the client's progress?)

GOAL: **DECISION MAKING**

ACTIVITY: "Looking At Career Decisions"

PURPOSE: To help students look at the decision making process in terms of alternatives considered and influence factors. The concept of relationships between decisions made now and decisions made in the future can be pursued, as well as the relationships between decisions made in different life areas: family, leisure and occupation. Some indication of how a student makes decisions can be gathered from the sheet, but additional value is gained by discussing the implications with the student.

SETTING: Students can do the activity in the classroom, small groups or individual settings after receiving a brief explanation.

PREPARATION: One way to present this activity is as part of a unit activity on decision making or career planning. Another use is as part of an action plan when a student is faced with some educational or career choice.

FOLLOW-UP: A student might be encouraged to explore alternatives in a decision area they will be facing. The 'Career Planning' 5 step procedure might be a follow up activity.

LOOKING AT CAREER DECISIONS

1. **WHO TAUGHT YOU HOW TO MAKE DECISIONS?**

2. **WHAT WAS YOUR MOST RECENT CAREER RELATED DECISION?**
   (i.e., occupation, education or other major life role decision related to family or leisure)

   A. **HOW MANY ALTERNATIVES DID YOU CONSIDER IN MAKING SUCH A DECISION?**

   B. **WHO INFLUENCED YOUR DECISION?**

   C. **WHAT WERE THE OTHER INFLUENCES ON YOUR DECISION?**

   D. **WHAT PREVIOUS DECISIONS AFFECTED THIS DECISION?**

   E. **HOW DO YOU EVALUATE THIS DECISION NOW?**

   EXCELLENT **GOOD** **BAD**

3. **WHAT TYPE OF GOALS DO YOU SET FOR YOURSELF?**

   EASY **VERY DIFFICULT**

GOAL: **DECISION MAKING**

ACTIVITY: "Personal Goal Setting"

PURPOSE: To help make students aware of their short and long term goals and to analyze these goals to see if they are realistic.

SETTING: A small group of senior high students (3 or 4). After each student has written down his/her goals and the forces for and against accomplishing these goals, discussion within the small group **should** be natural. This, of course, will vary with the group.

PREPARATION: This activity logically follows 'Things I Find Import,' since the students' short and long term goals should be a natural outcome of the items they checked as being important to them.

FOLLOW-UP: Ideally the students' records of this worksheet should be kept by the teacher or counselor. One or two follow-up meetings with the students should be held later in the school year to discuss progress being made toward accomplishing their goals and to give them additional help if needed.

PERSONAL GOAL SETTING FIELD FORCE ANALYSIS

In setting goals for yourself, consider what you like to do and what things you do best. Also look at the sources of help in your environment, as well as the obstacles to achieving your goals.

Step 1) Write down a long range goal. This goal should be possible for you to achieve within the next two to five years.

Long Range Goal: _____

_____

Step 2) Now think of a more short term goal; one that can be achieved during this school year. This goal should be related to your long range goal.

Short Range Goal: _____

_____

Step 3) Now list all of the sources of help and positive reasons why you should expect to achieve your short range goal. At the same time, list all obstacles and limitations that will have to be overcome in order to achieve your short range goal.

List both the positives and negatives in the two columns:

Forces For and Forces Against

Field Forces

Forces For		Forces Against
1.	→ ←	1.
2.	→ ←	2.
3.		3.
4.		4.
5.		5.
6.		6.

Step 4) If you listed very few forces for, it may mean your goal is very difficult to achieve or you have not considered all the resources you have. If you have listed very few forces against, it may mean your goal is very easy, or it may mean you haven't considered all the potential problems.

Step 5) When you can no longer list any more forces for or against, share your "Field Forces" with two other people. Get their help on planning to achieve your goal.

GOAL: **DECISION MAKING**

ACTIVITY: "Life Time Span"

PURPOSE: To help students visualize career development as a lifelong process; and that decisions affecting their lives are made relative to what is important to them at certain specified stages of their lives. The activity also forces students to look ahead to see what types of decisions they are likely to make at various points in their lives. It also can indicate that values change during a lifetime and that a decision once made can be changed.

SETTING: Students can do this activity as a class, a small group or as individuals after a brief explanation and an example or two. A discussion of the decisions and values following the student's listing of them would enable the group to get a greater variety of values and decisions, or see the universality of the few. The activity is recommended for senior high students or the more mature junior high students who can project themselves into the future. (It is difficult for 15 year olds to project themselves realistically into their 20's and 30's.)

PREPARATION: The activity can be used as part of a unit on values or decision making equally well.

FOLLOW-UP: Students could be directed to various resources or activities on "Change," "Coping with Change" and/or "Futures."

Two articles that are especially helpful and can be adapted for classroom use are:

Psychology Today, "Adult Life Growth Stages — Growth Toward Self Tolerance," Gould, Roger, February, 1975.

New York Magazine, "Catch 30 and Other Predictable Crises of Growing Up Adult," Sheehy, Gail, date unknown.

LIFE TIME SPAN

Each letter on the continuum identifies a time in an individual's life. Build a lifelong career by deciding what an individual is likely to think is most important at that time in his or her life, and tell what decisions, if any, the person is apt to make at that time. Record the information below.

(Birth) 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 (Death)

A B C DE F G H I J

Point in time	What is important in a person's life?	What decisions are made by the person?
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		

GOAL: **CAREER AND LIFESTYLE EXPLORATION**

ACTIVITY: "Occupation and Training Chart"

PURPOSE: To enable the student to see different levels of occupations within one general occupational area (cluster), and the corresponding training needed to fill these various jobs. This should encourage thought about career preference, level of education desired and appropriateness for the individual. It should also clarify various entry level jobs and what education and work experience is needed to advance in one's chosen field.

SETTING: This activity is appropriate to either classroom, small group or individuals engaged in occupational or life style exploration. This activity could be done outside of class and discussed in class, or the class period could be devoted to using various school or community resources to obtain the information.

PREPARATION: Students would need to have done some thinking about various jobs, and be able to identify three occupational areas in which they are interested and in which they feel they have potential. They should be knowledgeable about where to find various kinds of occupational information (or this could be one of the purposes of the activity).

FOLLOW-UP: The next step could be finding specific post high training institutions (or apprenticeship opportunities) for each listed or related occupation. Investigation of entry qualifications, cost of training, etc.,could also follow.

MEASURING CAREER MATURITY

OCCUPATION AND TRAINING CHART

LEVEL OF TRAINING	OCCUPATIONAL AREA 1	OCCUPATIONAL AREA 2	OCCUPATIONAL AREA 3
COLLEGE 4 years or more			
HIGH SCHOOL plus additional technical or trade school or some college			
HIGH SCHOOL graduate			
LESS THAN HIGH SCHOOL graduate			

Directions:

1) Put in the three broad occupational fields that you feel have the strongest potential for you.
2) List the occupations in which you would expect to find people with interests similar to yours.
3) In selecting occupations, consider also the required courses for occupations that will fall into at least three of the levels of training.

GOAL: **CAREER AND LIFESTYLE EXPLORATION**

ACTIVITY: "Worker Interview Item Pool"

PURPOSE: To provide students and teacher a variety of questions which might be asked a worker during an interview. The questions are designed to help the student elicit from the worker the why's and how's of his/her job, working conditions and job satisfaction in order to help the students see if they might be happy in the same situation.

SETTING: Students or teacher individually, or as a class, will select in advance the items in each category that they will ask during an interview of an employee.

PREPARATION: The activity can be used in any class where a worker interview is carried out. Students should be encouraged to choose questions from each category to find out as much about the various facets of a job as possible.

FOLLOW-UP: Students could be encouraged to compare the responses of workers in three or more fields in which they might be interested. Further exploration by the student of opportunities in one field, the necessary training, etc., could be encouraged, as could a job "shadowing" experience.

WORKER INTERVIEW ITEM POOL

GENERAL INTRODUCTORY ITEMS:

1. What is the title of this occupation?
2. In which type(s) of businesses or firms is employment available?
3. How is the employer benefitted by the employee's work?
4. Would you like to be employed in this occupation?

I. TRAINING – ORIGINAL INTEREST:

1. What are some of the abilities that a person needs to do this work?
2. How did you get this job?
3. Is this the kind of job you planned to get when you were in school?
4. Is your job different from what you expected it to be?
5. What qualifications or preparation is needed by the worker?
6. From whom did you get help in planning or preparing for this field?
7. Describe the different jobs you have had, beginning with your first job:
8. What influenced you to choose this job or to change jobs?
9. How did you go about finding your job?
10. What training and/or experience have you had which helps you to do your present job?
11. When did you decide to go into your present field of work?
12. What kinds of experiences might help a young person find out if he or she would enjoy doing a job like yours?

II. WORKER SATISFACTION:

1. What thing(s) do you like most about your job?
2. What thing(s) do you like least about your job?
3. What do you see yourself doing 10 years from now?
4. What things make this a good job for you: Pay? Hours? Challenge? Security?
5. If you were to start over, would you choose the same kind of work? If not what would you choose now and why?
6. What personal satisfactions do you get from your work?
7. Do you feel what you do is important?

III. WORKING CONDITIONS:

1. Do you deal with (a) ideas (data), (b) people, or (3) things? What activities do you perform in relation to each category?
2. What monetary benefits, in addition to basic salary, do you receive? (i.e. insurance, vacation, recreation benefits)
3. What are the positive working conditions (or environment)?
4. What are the negative working conditions (or environment)?
5. What are the special advantages of your job?
6. What are the special disadvantages of your job?
7. Do you get most of your satisfaction on or off the job?

IV. LIFESTYLE

1. How does this job determine your lifestyle? (overtime? evening work? travel? own boss?)
2. What affiliations (organizations or people) do you have because of this job?
3. What is your main purpose in working at your present job? Are there other reasons?
4. Do you work at anything else outside of your job? (paid or unpaid work?)

V. ADVANCEMENT

1. Is the need for this occupation increasing or decreasing?
2. What opportunities are there for advancement?
3. Do you see this as a lifelong job or a stepping stone? (If the latter, to what and how?)
4. Is this the kind of work you really want to do?
5. What job do you think you might have in the future? In five years? In ten years?

GOAL: **CAREER AND LIFESTYLE EXPLORATION**

ACTIVITY: "Evaluation of Job Opportunities"

PURPOSE: To further examine the occupations in which students are currently interested and explore the possible "turn on's" and "turn off's" of that occupation. This activity forces the student to become aware of the realities of the job. The same form could be used by the student for personal worker interviews thus making the experience real and personal.

SETTING: The evaluation could be used as a class activity, for optional activities for interested students or for students involved in a school work program.

PREPARATION: Students must be aware of where to find the information, both in the school itself and in the community.

FOLLOW-UP: Students could interview workers to find the answers to the more in-depth questions. This activity could also be used as the basis for a class discussion and comparison of job information. These same questions could be the basis for investigation of other occupational interests as they arise.

EVALUATION OF JOB OPPORTUNITIES

Rate each job on the factors in the left hand column according to the following scale:

5 Excellent
4 Good
3 Average
2 Fair
1 Poor

	Title of Job #1	Title of Job #2	Title of Job #3
Beginning Salary			
Possibility of Raises			
Work Environment			
Physical Demands			
Convenience of Location			
Fringe Benefits			
Co-worker Relations			
Use of my Abilities			
Interesting Work			
Pressures			
Opportunities for Learning			
Variety of Activities			
Service to Others			
Opportunities for Advancement			
Hours of Work			
Social Status			

TOTAL SCORE

GOAL: **INTERPERSONAL SKILLS**

ACTIVITY: "Survey of Leadership Resources"

PURPOSE: To help students become more aware of the variety of skills needed in successful group efforts, and to reflect on their own skills as group members.

SETTING: Tenth graders can use the survey at almost any time: before or after working in a small group situation.

PREPARATION: Only a brief explanation of the procedure is needed and the actual administration can be to a class group, small group or individual.

FOLLOW-UP: Structured group dynamics activities might follow and/or individual goal setting related to group work skills. The "Group Evaluation" activity is a follow-up activity.

SURVEY OF LEADERSHIP RESOURCES

		I would like to do more:	
A.	**Dealing with Human Relations:**		
1.	I recognize how other people feel:		
	Little Some Much	YES	NO
2.	I call other people by their first name:		
	Little Some Much	YES	NO
3.	I listen carefully to what others say:		
	Little Some Much	YES	NO
4.	I encourage others in their efforts:		
	Little Some Much	YES	NO
5.	I compliment others on their achievements:		
	Little Some Much	YES	NO
B.	**Dealing with Problem-Solving Tasks:**		
1.	I try to get activities started:		
	Little Some Much	YES	NO
2.	I try to find out what are the other choices:		
	Little Some Much	YES	NO
3.	I try to get everyone's ideas and opinions into a decision:		
	Little Some Much	YES	NO
4.	I give information whenever I can:		
	Little Some Much	YES	NO
5.	I try to be sure everyone knows what we have done:		
	Little Some Much	YES	NO

GOAL: **INTERPERSONAL SKILLS**

ACTIVITY: "Group Evaluation"

PURPOSE: To help students use group process skills to evaluate their participation in groups. The observation form can be used to focus on the individual's self assessment, or the form can be used for assessing the performance of a group or another group member.

SETTING: Primarily for 11th or 12th graders who have participated in some small group experience. The form can be filled out and discussed individually or on a group basis.

PREPARATION: Students will need some background in observing group interaction. If observations are to be shared in a group setting, a climate of trust is necessary.

FOLLOW-UP: Students who have achieved a high level of skill in group assessment might be encouraged to think of ways to apply such skills in various life-career roles.

GROUP EVALUATION

On each of these ratings, circle where you feel the group and/or an individual member is at the present time.

1) To what extent does the group (or group member) help each other express their ideas and feelings?

Group:

Never | Almost Never | Sometimes | Frequently

Individual Member:

Never | Almost Never | Sometimes | Frequently

2) To what extent do members in the group use the ideas of the other members?

Group:

Never | Almost Never | Sometimes | Frequently

Individual Member:

Never | Amost Never | Sometimes | Frequently

3) To what extent is the group able to face and accept differences and conflicts?

Group:

Never | Almost Never | Sometimes | Frequently

Individual Member:

Never | Almost Never | Sometimes | Frequently

4) How well has the group learned to use the differences which are expressed in the group?

Group:

Never | Almost Never | Sometimes | Frequently

Individual Member:

Never | Almost Never | Sometimes | Frequently

5) How well does the climate of the group help members be themselves?

Group:

Never | Almost Never | Sometimes | Frequently

Individual Member:

Never | Almost Never | Sometimes | Frequently

6) To what extent has the group used the expression of feelings in the group in the process of getting a task accomplished?

Group:

Never | Almost Never | Sometimes | Frequently

Individual Member:

Never | Almost Never | Sometimes | Frequently

7) To what extent has the group been able to organize itself for achieving individual goals?

Group:

Never | Almost Never | Sometimes | Frequently

Individual Member:

Never | Almost Never | Sometimes | Frequently

8) To what extent has the group been able to organize itself for achieving group goals?

Group:

Never | Almost Never | Sometimes | Frequently

Individual Member:

Never | Almost Never | Sometimes | Frequently

9) How far has the group been able to move toward its goals on the basis of a group decision?

Group:

Never | Almost Never | Sometimes | Frequently

Individual Member:

Never | Almost Never | Sometimes | Frequently

ACTIVITY: **STATUS REPORT TO PARENTS**

PURPOSE: To inform parents of their son's or daughter's present school activities, attitudes and occupational/educational plans. Having the students themselves fill out the report, rather than the teacher, forces them to once again think about their short and long term goals.

SETTING: Whether used as a class, small group or individual activity, the teacher or counselor should mail the sheet to the student's parents after the student has filled it out.

PREPARATION: Have the students address an envelope to their parents or guardian.

FOLLOW-UP: The teacher could write a short progress report on the same (or a different) form. Parents could be encouraged to use the report as a basis for a teacher-parent conference or a teacher-student-parent conference.

PROGRESS AND STATUS REPORT – CAREER DEVELOPMENT

Student _____ Grade _____

Counselor _____ Teacher _____ Class _____

Phone _____ Phone _____

Type of material being studied at present time:

Your description of your own participation:

_____ Active participating _____ Sometimes quiet, sometimes active _____ Not active, seldom participating

List of occupations that you are looking into:

1. _____ 2. _____ 3. _____

What are your plans for next year?

If you are considering school, which ones?

1. _____ 2. _____ 3. _____

What are your short term goals? (next 1 to 2 years)

What are your long range goals? (next 3 to 10 years)

Test score interpretation:

MIQ Minnesota Importance Questionnaire:

Strong Vocational Interest Inventory:

Armed Services Vocational Aptitude Battery:

APPENDIX

The framework of student learning needs is built upon the basis of changing occupational and social structure and research on learning and human development.

In order to provide a conceptual framework for career development assessment, a three level set of goals and objectives is provided. The model of career education elaborated for our program has five basic goals centered around school and work meanings and values, self awareness, decision making, career and life-style exploration and interpersonal skills. Elaborating each of the five basic goals are five or six performance objectives. At the fourth level of specificity, there are two or three behavioral objectives subsumed under each performance objective.

A. To develop a respect for work, including its personal, as well as its social, contributions and implications.
   1. Describes ways in which careers allow movement between work, play and creative leisure.
      a. The student identifies ways in which career(s) affect personal growth and independence.
      b. The student explains how work experiences and leisure activities can relate.
   2. Describes work as a major means of changing one's personal environment, as well as society in general.
      a. The student describes how he can work for personal and social changes within a variety of occupations.
      b. The student describes social problems of today which future workers might help alleviate.
   3. Understands the important and changing contributions of women and minority groups to society.
      a. The student describes the effects on men and women of the breaking down of the traditional sex roles.
      b. The student describes the effects of minority group discrimination.
   4. Debates the ethic of individual success versus the ethic of collective striving for social well-being.
      a. The student relates career aspirations to personal, as well as social well-being.
      b. The student identifies potential conflicts between personal and social well-being and possible compromises.
      c. The student describes the inter-dependence of all workers in contributing to the well-being of society.
   5. Identifies the changing meanings of work over time and across cultures.
      a. The student can describe pre-industrial and industrial work ethics.
      b. The student can begin to develop a personal work ethic based upon an increasingly service-oriented society.

B. To implement a positive self-concept with awareness of personal characteristics as they relate to career roles.
   1. Analyzes strengths in terms of skills, developed abilities, interests and potential for growth.
      a. The student can relate strengths and personal resources to preferred lifestyle.
      b. The student can project and support a plan for personal development through educational-vocational planning.
   2. Analyzes personal values in terms of tentative career plans and projected lifestyle.
      a. The student can identify the values inherent in tentative lifestyle plans.
      b. The student can prioritize values in relationship to tentative lifestyle.
      c. The student demonstrates skill in resolving value conflicts between personal values and the environmental press of projected career lifestyle planning.
   3. Analyzes the social roles and lifestyle implications of tentative career plans.
      a. The student can describe the social behavior expectations of preferred occupation(s) and relate this to self concept.
      b. The student can describe the range of personal freedom to implement self concept in a variety of occupation(s).
   4. Describes the potential sources of satisfaction and self expression in the preferred occupation(s).
      a. The student can relate psychological needs to tentative life career plans.
      b. The student can project satisfaction of economic needs through tentative career plans.
      c. The student describes ways in which interests and talents can be expressed through tentative career plan(s) and lifestyle(s).
   5. Analyzes personal values and needs for achievement in terms of career aspirations.
      a. The student describes in a positive way success needs and actively copes with fears of failure.
      b. The student compares success aspirations with workers in the various occupation(s).

6. Demonstrates personal contributions to society.
   a. The student participates in work experiences such as entry level jobs and describes contributions through work.
   b. The student participates in family, school and community activities and describes contributions.

C. To apply decision making skills to personal life planning.
1. Analyzes tentative lifestyle plans with a decision making model.
   a. The student describes aspirations, alternative courses of action and the field forces affecting goal attainment.
   b. The student formulates sequential short and long-range tentative plans with identification of decision strategies used.
2. Realistically predicts the probable consequences of tentative personal plans.
   a. The student describes the outcomes of tentative career decisions in terms of personal goals and effects upon significant others.
   b. The student can describe the odds of success and failure of personal plans from a personal viewpoint.
   c. The student modifies tentative personal plans in the light of new information and chance factors.
3. Exhibits responsibility for the consequences of educational-vocational decisions and personal goal striving.
   a. The student accurately attributes to oneself the elements of status for which one is personally responsible.
   b. The student takes the required action to implement personal plans on a reality test basis.
4. Demonstrates coordinated decision making in various life spheres and periods of time.
   a. The student relates educational, occupational, family life and recreational decisions into an integrated tentative lifestyle.
   b. The student projects into the future the consequences of decisions made now.
5. Exhibits planful use of resources in achieving personal aspirations.
   a. The student's use of time and energies is congruent with stated goals.
   b. The student budgets resources over long periods of time.
6. Utilizes the major informational resources needed in personal decision making.
   a. The student examines critically the advice given by significant others.
   b. The student utilizes appropriate criteria for evaluating information.

D. To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work related settings.
1. Describes the necessary preparation for a variety of occupation(s).
   A. The student describes the educational and training requirements for personal career goals.
   b. The student identifies the sources of financial assistance for any necessary education or experience.
   c. The student describes the various job ladder progressions of several occupations.
2. Utilizes technical and non-technical resources for gathering information about occupations.
   a. The student critically evaluates and uses occupational information from school and mass media sources.
   b. The student critically evaluates and uses occupational information from the community.
   c. The student critically analyzes work related experiences.
3. Studies, in detail, the worker satisfactions and dissatisfactions in various career fields.
   a. The student analyzes the sources of potential frustrations, satisfactions and dissatisfactions in the various career fields.
   b. The student describes the financial compensation at various steps of the career ladder of a variety of occupation(s).
   c. The student analyzes the ethical questions which confront workers and projects personal solutions.
4. Identifies the sources of power in various task situations and describes their potential personal effects.
   a. The student describes the formal and informal power structures in various organization and career fields.
   b. The student describes the potential effects of various leadership styles and organizational decision making in task situations.
   c. The student describes the potential personal implications of worker organizations such as unions and professional associations.
5. Makes personal career plans which take into account social, economic and technological changes.
   a. Describes the possible effects of social, economic and technological changes upon preferred occupational roles.
   b. Identifies the common elements in occupations which may transfer to other fields.

6. Experiences aspects of an entry level position in the school setting or in the community.
   a. The student prepares for consideration by an employer when choosing from several job applicants.
   b. The student applies job seeking skills, including application and interview procedures.
   c. The student analyzes the compensations and promotional possibilities in entry job experience.
7. Attains competencies for entry into an occupation and/or for specialized education at the post secondary level.

E. To develop and apply the interpersonal competency skills required in preferred career and lifestyle plans.
1. Identifies interpersonal characteristics necessary for various occupational roles.
   a. The student describes personal career potential in terms of interpersonal skills.
   b. The student describes personal areas for growth in terms of interpersonal skills needed for career lifestyle and develops an action plan.
2. Copes with the power exercised by others in work and work-related situations in ways which are self-rewarding.
   a. The student correctly assesses formal and informal power structures in educational and work settings.
   b. The student maintains a personal integrity in the face of different and sometimes conflicting expectations of others.
   c. The student uses constructive problem-solving skills in conflict situations.
3. Exhibits interdependence and cooperation in task situations.
   a. The student exhibits an awareness of the needs of others in task situations.
   b. The student shares in the success of group goal attainment
4. Displays knowledge and skill in applied group dynamics and work organization.
   a. The student analyzes the structures and processes involved in productive group efforts.
   b. The student is a contributing member of a work group or related organization.
5. Demonstrates effective use of interpersonal communication in work and work related situations.
   a. The student clarifies and evaluates the messages and instructions of others.
   b. The student communicates messages and instructions to others in a helpful manner.
   c. The student receives and gives feedback and suggestions.